

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Burk Elementary School

Gilbert Unified District
545 N. Burk, Gilbert, AZ 85234-6914

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Frank A. Blume
Schedule: 7:30 AM to 4:00 PM
Web Address: www.gilbert.k12.az.us
E-mail: frank_blume@gilbert.k12.az.us

Grades: K-6
2002 Enrollment: 586
Phone: (480) 926-3816
Fax: (480) 813-8789

▼ School Overview ▼

Mission

The mission of the Burk School community will be to teach students to think critically, act responsibly and become lifelong learners. Realizing the individuality of each student's learning aptitudes, we will create a positive learning environment that will prepare students to become contributing members of a global society.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Inclusive Classrooms

School/Academic Goals

- w Maintain an integrated curriculum that follows district and state standards.
- w Continue to improve the instructional program through the training and inservice of all teachers in math, reading and language.
- w Continue the Six Trait Writing Program across all curriculum areas.
- w Continue to improve the lines of communication between the community, staff, teachers and administration.

Instructional Programs

- w On-site Special Education
- w Special Education Preschool
- w Gifted
- w ESL

Enrollment

October 1, 2001 School Year Student Enrollment: 592
Accepting New Students in 2002-03 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2001-02: 110

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 7 Teacher(s)
 2 Parent(s)
 2 Community Member(s)
 0 Student(s)

Council Duties

w Parent/Educator Relations
 w Extracurricular Activities
 w School Safety Issues
 w School Calendar

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	4.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	4	0	0
4 to 6 years	7	3	0	0
7 to 9 years	0	3	0	0
10 or more years	3	15	0	0

▽ Shared Responsibilities ▽

School

Burk School adheres to high academic standards for all students and assists them in reaching their goals through various programs: honors, special education and ESL. A school calendar and student handbook with programs and school policies are available to all parents. Burk School provides a safe environment with supervision before, during and after school hours. In the fall, Board and District policies are mailed to each household which outline procedures designed to ensure the safety of all.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire, with completed homework--ready to learn. They must also report absences to the school on a daily basis. Parents are responsible for the health and well-being of their child and should report to the school any health issues which may impact their child's ability to learn. Parents should be actively involved in their child's classroom.

▽ Transportation Policy ▽

Burk School uses two buses to transport students who live outside a one-mile range to and from the school each day.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/22/03
Operates on Traditional Schedule			

Report Card Release Dates

10/23/02	1/8/03	3/26/03	5/22/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Multipurpose Room	W Computer Lab
W Media Center	W Project Room

Extracurricular Activities

W Student Council	W Chess Club
W Science Club	W Yearbook Club
W Chorus	W Band/Strings

School/Community Resources

W Lunch Program	W Breakfast Program
W Day Care	W Community Classes
W Recreational Activities	W Social Worker

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Sixth graders at Burk Elementary scored in the 80th percentile in mathematics on the Spring 2002 Stanford 9 test.</p> | <p>w The Six Trait Writing Program is fully integrated into the instructional program at all grade levels during the 2002-03 school year.</p> |
| <p>w Every staff member at Burk was trained by the Anti-Defamation League in diversity awareness.</p> | <p>w Ninety percent of the teaching staff at Burk have been trained in the Fred Jones Positive Discipline Program.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	6.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NDS	

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	80	533	1%	10%	54%	35%
	State	58840	524	9%	17%	45%	29%
Writing	School	80	563	2%	8%	66%	24%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	80	549	0%	9%	45%	46%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	79	514	8%	23%	52%	18%
	State	61305	505	21%	20%	43%	15%
Writing	School	79	534	1%	19%	59%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	78	509	0%	40%	28%	32%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	100	75	60	--	--	--
2	Reading	--	--	--	100	64	50	100	65	52	99	60	53	91	62	57
	Language	--	--	--	100	63	40	100	68	43	100	67	44	92	56	48
	Mathematics	--	--	--	100	73	51	100	78	55	100	78	57	92	67	61
3	Reading	81	59	47	100	60	47	100	57	48	100	65	50	98	62	50
	Language	84	70	49	100	65	51	100	64	54	100	74	56	98	69	57
	Mathematics	84	68	46	100	60	49	100	63	52	100	74	54	98	68	56
4	Reading	97	64	53	100	67	54	100	69	54	88	68	55	91	71	55
	Language	97	60	47	100	63	49	100	62	48	87	64	50	92	66	50
	Mathematics	97	67	51	100	69	54	100	68	55	88	72	57	91	77	58
5	Reading	89	71	51	100	65	51	92	62	51	89	64	51	93	65	53
	Language	89	62	42	100	60	44	92	59	45	88	60	45	93	66	47
	Mathematics	89	76	51	100	75	54	92	74	55	89	69	57	93	75	59
6	Reading	94	64	53	100	73	54	85	64	53	91	69	54	86	70	56
	Language	92	52	41	100	61	44	85	60	44	91	63	45	87	63	47
	Mathematics	92	74	57	100	82	59	85	79	60	91	82	63	87	81	65

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	75	51
Grades 3-4	68	70
Grades 4-5	64	84
Grades 5-6	85	87
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Burk Elementary is dedicated to a safe and orderly learning environment. Ninety percent of Burk's staff has been trained in the Fred Jones Positive Discipline model. Behavior rules are clearly defined and parents are contacted if problems arise. Teachers send home a weekly academic and behavior report for each student. Continual communication with parents, clear behavioral expectations and a well-trained staff provide the students at Burk Elementary with a safe and orderly learning environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,661	\$1,700,205
Classroom Supplies	\$21	\$13,259
Administration	\$294	\$187,639
Support Services-Students	\$147	\$94,070
Other Support Services and Operations	\$609	\$389,115
Total Expenditures- All Categories 2000-2001	\$3,731	\$2,384,288

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Frank Blume	(480) 926-3816	
Transportation Policy	Jay Morris	(480) 497-3300	314
Community Resources	Adrienne Decker	(480) 926-3816	
School Nutrition Programs	Debbie McCarron	(480) 497-3370	
Parent Organization	H. McElhaney/V. Grimes	(480) 926-3816	
Student Health/Nurse	Lynda Hagerty	(480) 926-3816	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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